

# ORGANIZATION AND MANAGEMENT OF RESOURCES FOR GUIDANCE PROGRAM DEVELOPMENT OF SECONDARY SCHOOLS IN BONGAO, TAWI-TAWI

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## ABSTRACT

*Today, the recognition of guidance and counseling activities in school become more urgent in some part of the country like Bongao, Tawi-Tawi in southern part of the Philippines. The rapid increase of students in the secondary schools upon the implementation of R.A. # 6655 otherwise known as the Free Public Secondary Act of 1988, implementation of K-12 curriculum, diversity of educational, socio-cultural, economic background, variety of instructional access brought by the advancement in information and communication technology, the implementation of R.A. # 9258 known as the Guidance and Counseling Act of 2004, which regulates the practice of guidance profession. All of these interwove with the nature of learners who are in the cross-road of confusion and personal dilemma which demand challenges to meet the changes that are taking place in secondary schools. The moving force to investigate has been along those contexts and to find out as well the management capability in terms of knowledge of the resources, guidance management skills and practices in guidance management between the types of school curriculum. Descriptive method and quantitative research approach are the research design. In the approach to investigate, this involves the description, analysis and interpretation of the condition that exists (Sevilla, et al.1998). It also involves the type of comparison to determine the significant difference of what is described (Viscarra, 2003).*

*This study explored into the organization and management resources for guidance program development of secondary education schools in Bongao, Tawi-Tawi. It specifically inquired on the various resources provided in the organization of guidance program; and the level of sufficiency of these resources. It looked into the significant difference on the level of sufficiency in the provision of resources when data are classified according to the type of secondary education school curriculum. It also looked into the level of competency of guidance management capabilities in terms of knowledge on guidance resource management, guidance management skills, and practices in guidance management. It sought further into the significant difference on the level of competency of guidance management capabilities in terms of those three areas when data are classified according to the type of secondary education school curriculum.*

*It was found out that almost all guidance resources exist in the secondary schools covered by the study or little insufficiency on the provision of resources as assessed by 144 respondents coming from secondary schools with specialized curriculum and with general curriculum. The insufficiency was more on personnel resources. Personnel resources that were insufficient are guidance coordinator, guidance counselor, psychologist, social worker, researcher, doctor and nurse. On financial resources it was found out only the personal money of the school head that was insufficient. The rest of the resources such as physical and technical resources were sufficiently provided by the secondary education school heads. In general, more guidance resources are sufficiently provided by the secondary school heads. The schools with specialized curriculum were better in terms of guidance resources compared to schools with general curriculum.*

*None of the secondary schools attained a not competent level one category on the assessment on the level of competency of guidance resource management capabilities in terms of knowledge on guidance management resources, guidance management skills, and practices in guidance management.*

*Secondary education schools with general curriculum were found to be competent in some areas or less likely to be competent in other areas. Secondary education schools with specialized curriculum were found too, to be competent in some areas or less likely to be competent in other areas.*

*Secondary teacher's profile should be reviewed where there are some teachers can be potential guidance workers more so if they can be sent for graduate program on Guidance Education. Medical services can be secured by establishing linkages with integrated Public Health Office and DOH-ARMM. Financial resources can be augmented through source donation from possible benefactors either private citizen or group.*

*Some management resource capabilities can be improved and enhanced by participating regularly on seminars and trainings where the end in view will lead to efficiency not only on guidance and counselling work but other administrative and supervisory activities.*

*Conduct study of the same nature but to be assessed are the guidance workers. Likewise, an in-depth study on Resource Management Capabilities for Guidance Program Development is also recommended covering the various Higher Educational Institutions.*

**KEYWORDS:** *Organization, Management, Program Development, General Curriculum & Specialized Curriculum*

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## INTRODUCTION

### Background/ Objectives & Goals

Education deals with the entire scope of human development. In dealing with it effectively a system is formed that consists of three major sub functions which are instruction, service and administration. For instance, the instructional element is the teaching function. Student support service as the helping function and administration as the management function. As it becomes a system, this is made up of a bounded organization of interdependent and interrelated components maintain in a stable state where neither one can achieve the goal and purpose of education. The Department of Education set goal by the third millennium that every Filipino youth particularly those in the secondary level shall further enjoy a better quality of life as they have access to quality education, good spiritual and moral life, economic stability, relevant cultural values, comprehensive work skills, strong sense of national identity and proper adaptation to a rapid changing environment brought by man- made activities and natural phenomena.

In 1988, there was a tremendous increase of students in the secondary level because of the implementation of R.A. 6655 otherwise known as the Free Public Secondary Act of 1988. This cause for the diversity of socio-cultural and economic backgrounds of the students in schools who come from all walks of life. The advancement of information and communication technology and the variety of educational access are no longer nil. The implementation as well of K to 12 curriculum where students spend six years in secondary school can be future threatening. Everything for them will pass through extension. Years to finish secondary level is extended, to finish collegiate program and marrying stage are also extended. All these conditions were instructional activity can not addressed well without the assistance from the student support services of the school. To prepare the youth, instruction service may not be enough. The recognition of student

support service for guidance and counseling cannot be ignored. Its felt need in the school system is becoming urgent. School heads must envision a guidance and counseling program that is responsive which can assist the school on the distorted perception of secondary students on what lies ahead of them.

For guidance and counseling program to be responsive, school heads should do a lot of thought process. From planning, implementing and evaluating the needed resources, for the program to take off guidance resources should be identified. From the personnel/staff, technical, financial and physical resources. Having all of these, the capabilities to manage the guidance resources are also considered such as the knowledge on guidance management resources, management skills and guidance management practices.

This study aimed to investigate on the organization and management resources for guidance program development of secondary education schools in Bongao, Tawi-Tawi. Specifically, it sought to answer the following: 1) what are the resources provided in the organization of guidance program by the secondary school heads in Bongao, Tawi-Tawi? 2) To what level of sufficiency are these resources provided by the secondary education school heads? 3) Is there a significant difference in the level of sufficiency on the provision of resources for guidance program development by the school heads when data are classified according to the type of secondary education school curriculum? 4) How is the level of competency on guidance management capabilities of the secondary school heads of Bongao, Tawi-Tawi in three areas: knowledge of guidance management resources, guidance management skills, and practices in guidance management? 5) Is there a significant difference in the level of competency on guidance management capabilities of the secondary school heads of Bongao, Tawi-Tawi in terms of the three areas: knowledge of guidance management resources, guidance management skills, and practices in guidance management? There were two hypotheses postulated in the study, on the significant difference on the level of sufficiency in the provision of resources for guidance program development and there is a significant difference in the level of competency on guidance management capabilities in terms of three areas: knowledge of how guidance resources are organized and managed, guidance management skills, and practices in guidance management according to the type of secondary education curriculum.

The concern of the study is to highlight the importance of guidance program in any level of educational institution. The teacher cannot do the task of both teaching and guiding. Given that the teacher can guide, the more he can guide effectively and efficiently if provision and condition are met and provided. Often time students feel unanswered for their guidance as well as counseling need. Sometimes, to handle them is not the right person in school. A lesson for others to shun away from guidance assistance were they feel too, the emptiness of not being helped well. Maybe, this study may serve as eye-opener for school manager or administrator that selection of human resources to take charge on the affair of students is an important parameter. To consider the educational qualification, training and experience as well and imbued with right attitude and character that can help student well and work for his welfare in pursuit of his vocation and good life in the future.

The findings would likewise awaken the school heads having the right personnel the guidance program development does not end there, other guidance resources, such as technical or tools, physical and financial resources are also important components for the guidance program to function and address the needs of the students. This may show guidance is responsive which can assist academic instruction developing the young of becoming successful and best professionals that can contribute in nation building. The findings can be a reference on school budget preparation on itemized guidance resources mentioned in this study. The findings if doubted, future researchers can re investigate.

## RESEARCH METHODOLOGY

The study employed the descriptive method of research with quantitative design using descriptive and inferential statistics. Sevilla et al. (1988) characterized the method and design which involve the description, recording, analysis and interpretation of the condition that exist. It also involves some types of comparison or contrast. Quantitative data collection makes use of survey to determine the information about variables. Best (1981) avers further that the design involves the interpretation on the meaning of significance of what is described. Thus, description is often combined with comparison and contrast involving measurement, classification, interpretation and evaluation with or without the aid of statistical methods.

**Table 1: Sampling of Respondents**

Secondary School	Population	Sample Size	%
Specialized Curriculum	130	65	45.14
General Curriculum	158	79	54.86
<b>Total</b>	<b>288</b>	<b>144</b>	<b>100.00</b>

Two group of respondents provided data for the study. They were the teachers of the secondary education schools with general curriculum who prepared students for academic track and the teachers with specialized curriculum who prepared students along stem, vocational and technical tracks (voc-tech). Sampling of teacher respondents was supposedly base on Gay's (1976) minimum acceptable size for a descriptive research which to him requires twenty percent (20%) for a small group and ten percent (10%) for a large group but as presented on Figure 2, the sampling of respondents according to the type of school curriculum, out of 288 teachers 144 or fifty percent (50%) were non randomly sampled, clustering fifty percent (50%) for secondary education school with regular curriculum and fifty percent (50%) with specialized curriculum. The researcher came up with the distribution of 45.14% sample size for regular curriculum and 54.86% sample size for specialized curriculum secondary schools. Those numbers of respondents conveniently sampled were the assessors in the study.

The researcher requested permission to sought participation of teachers from the principals of the eight (8) identified secondary schools prior to the study. The four schools identified having an academic track and the other four with stem as its track. After the consent was obtained survey-questionnaires were distributed from one school to another and the retrieval of the one hundred forty four questionnaires. The responses were checked, tallied and tabulated to come up with data to be analyzed.

The data were analysed by statistical tools as aided by SPSS utilizing descriptive statistics for descriptive statement. Statement number one (1) frequency counts and percentage were utilized. For descriptive statement number two and four mean was utilized. Inferential statistics such as one-way analysis of variance for inferential statement number and chi-square test for inferential statement number five to determine whether the significant difference exist among the variables. Other statistical tools were Levene's tests for equal variance, Brown- Forsythe test for equality of means, Shapiro-Wilk test for multiple comparisons were found to be appropriate that can further check any study that is made up of categorical data. Odds Ratio was likewise used to determine further the strength of association or non-independence between two binary data value which is most robust to validate results, and to confirm further the significant difference as well as significant outcome that can be discriminately and quantitatively expressed by comparing the likelihood of the two groups given unequal sample sizes.

## Results of the Study

**Table 2: Overall Binary Response of the (8) Secondary Schools on the Provision of Guidance Resources**

Guidance Resources	No Responses	Yes Responses	Total
Personnel, Financial, Technical & Physical	11 (2.6%)	421 (97.4%)	432 (100%)

As shown in table 2, it indicates the presence of almost all of the guidance resources from the eight secondary schools. The respondents answered by either yes or no. Only about 2.6% said that there were guidance resources which were absent while the 97.4 % said resources were present.

**Table 3: Overall Mean on the Sufficiency Level of the Combined Guidance Resources of Secondary Schools**

Guidance Resources	Secondary Education Schools															
	ttsat		fisheries		ssnhs		pnhs		traclhs		ndbhs		msuphs		msushs	
	M	CD	M	CD	M	CD	M	CD	M	CD	M	CD	M	CD	M	CD
Personnel	2.76	S	2.28	NS	2.07	NS	1.70	A	2.45	NS	2.15	NS	1.73	A	1.58	A
Financial	3.45	VS	2.60	S	2.48	NS	2.02	NS	2.13	NS	2.43	NS	1.99	NS	2.00	NS
Technical	3.48	VS	2.47	NS	2.50	NS	2.21	NS	2.23	NS	2.75	S	2.09	NS	1.77	NS
Physical	3.79	VS	2.72	S	2.44	NS	1.99	NS	2.34	NS	2.95	S	2.15	NS	2.10	NS
	3.37	VS	2.52	S	2.37	NS	1.98	NS	2.29	NS	2.57	S	1.99	NS	1.86	NS

Legend: Scales: Express in MEAN (M)      Level      Categorical Description (CD)

1.00-1.75	1	Absent (A)
1.76- 2.51	2	Not sufficient (NS)
2.52- 3.27	3	Sufficient (S)
3.28- 4.00	4	Very sufficient (VS)

Table 3 presents the overall mean of the combined elements of all guidance resources. As reflected in the table, Pagasinan National High School, MSU-Preparatory High School, and MSU Science High School lack in guidance resources as a whole with  $\mu=1.98$ ,  $\mu =1.99$ , and  $\mu =1.86$  respectively. The values translate to a "not sufficient level". On the other hand, Tawi-Tawi School of Arts and Trade attains a "very sufficient level with an overall guidance resource of  $\mu =3.37$ , Notre Dame of Bongao High School with  $\mu =2.57$  and Tawi-Tawi Fisheries High School with  $\mu =2.52$ , which both schools attained "sufficient level". As shown further TTSAT, Fisheries school and Notre Dame High school are properly supported. This would mean the sufficiency of guidance resources will encourage guidance workers to dispense guidance and counseling services.

**Table 4: Mean On Sufficiency of Guidance Resources Across Group (General Curriculum and Specialized Curriculum)**

Curriculum	Guidance Resources	Mean	Categorical Description
<b>General Curriculum</b>			
	Personnel	2.26	Not sufficient
	Financial	2.38	Not sufficient
	Technical	2.37	Not sufficient
	Physical	2.49	Not sufficient
<b>Total Average WTD MEAN</b>		<b>2.37</b>	
<b>Not Sufficient</b>			
<b>Specialized Curriculum</b>			
	Personnel	2.63	Sufficient
	Financial	2.74	Sufficient
	Technical	2.79	Sufficient
	Physical	2.99	Sufficient
<b>Total Average WTD MEAN</b>		<b>2.79</b>	
<b>Sufficient</b>			

As posited in table 3, as data grouped into general curriculum and specialized curriculum, the specialized curriculum has a higher mean in each guidance resources than the general curriculum. On personnel resources this obtained (2.26<2.63), financial resources (2.38<2.74), technical resources (2.37<2.79), and physical resources (2.49<2.99). All resources are sufficient compare to guidance resources under general curriculum. The difference in mean between the general and specialized curriculum in the level of sufficiency on all guidance resources categorically imply that the specialized curriculum falls with the "sufficient level" (level 1) category with a total average weighted mean of (2.79) while the general curriculum falls within the "not sufficient level" (level 2) category with (2.37) as total average weighted mean. This implies further the school principals from the specialized curriculum understand the importance of having sufficient guidance resources in the organization and management of school guidance program. This manifests as well their concern on the well-being of the students.

**Table 5: Test of Significant Difference on the Level of Sufficiency on the Provision of Guidance Resource by Curriculum**

Resources		Sum of Square	Df	Mean Square	F	Sig.
<b>Personnel</b>	Between Groups	4.894	1	4.894	11.308	0.001**
	Within Groups	61.452	142	0.433		
	<b>Total</b>	<b>66.346</b>	<b>143</b>			
<b>Financial</b>	Between Groups	4.747	1	4.747	7.511	0.007**
	Within Groups	89.748	142	0.632		
	<b>Total</b>	<b>94.496</b>	<b>143</b>			
<b>Technical</b>	Between Groups	6.356	1	6.356	9.256	0.003**
	Within Groups	97.519	142	0.687		
	<b>Total</b>	<b>103.875</b>	<b>143</b>			
<b>Physical</b>	Between Groups	9.118	1	9.118	13.997	0.000**
	Within Groups	92.507	142	0.651		
	<b>Total</b>	<b>101.625</b>	<b>143</b>			
** Highly significant at p= 0.01						

Before doing further the statistical computation to determine the significant difference on the level of sufficiency in the provision of resources according to the type of school curriculum through the F-test, an exploratory data analysis was conducted. Shapiro-Wilk test was utilized since it presents the data that do not come from a standard normal distribution population. Subsequently, the F-test was used to test for equality of means between two groups, the general and the specialized curriculum. Although answer was initially established based from the calculated mean across two groups but to test the hypothesis, it was subjected to a Levene's test, a test for equality of variance, until the F-test was utilized. Finally, concurred by Brown-forsythe test that there is truly significant difference in the level of sufficiency in the provision of guidance resources when data are classified according to the type of secondary education school curriculum.

**Table 6: Frequency Counts for Guidance Management Capability and Practices by Curriculum**

Mgt Capability		Competency Level		Total	Mgt Practices		Competency Level		Total
		Not Competent	Competent				Not Competent	Competent	
Knowledge on resource mgt.	gen	237	513	750	Needs Assessment	gen	107	268	375
	sp	94	215	309		sp	31	164	195
	Total	331	728	1,059		Total	138	432	570
Technical Skill	gen	146	229	375	Planning	gen	105	270	375
	sp	49	96	145		sp	51	144	195
	Total	195	325	520		Total	156	414	570
Conceptual Skill	gen	160	215	375	Organizing	gen	93	282	375
	sp	43	102	145		sp	51	144	195
	Total	203	317	520		Total	144	426	570
Interpersonal Skill	gen	123	252	375	Implementing	gen	118	257	375
	sp	24	121	145		sp	47	148	195
	Total	147	373	520		Total	165	405	570
Comm. Skill	gen	105	270	375	Evaluating	gen	121	254	375
	sp	30	165	195		sp	68	127	195
	Total	135	435	570		Total	189	381	570

Table 6 shows the responses which were coded into binary responses (i.e. 0 and 1) where "0" = not competent defined as 1 to 2 (not competent-less competent), and "1"= competent defined as 3 to 5 (moderately competent-competent-very competent). Binary or dichotomous response restricts the likelihood to just two outcomes between two groups thereby allowing discreet and meaningful comparison or association. The table shows further the frequency counts between the types of curriculum on each guidance management capability area. It is posited in the table that the general curriculum's competent counts out-number the specialized curriculum in all areas. But this does not imply the former is generally "competent" over the other. Greater sample size clearly favors the general curriculum hence the greater competent counts. Competency level of significant difference can be determined by other tests statistics which are most robust and powerful.



**Table 7: Chi Square Test on Guidance Resource Management Capability and Practices**

Mgt Capability		Value	Df	Asymp. Sig. (2-Sided)	Mgt. Practices		Value	Df	Asymp. Sig. (2-Sided)
Knowledge on Guidance Resources	Chi Square	0.142	1	0.707	Needs assessment	Chi Square	11.163	1	0.001**
	N of Valid Cases	1,059				N of Valid Cases	570		
Technical	Chi Square	1.179	1	0.278	Planning	Chi Square	0.22	1	0.639
	N of Valid Cases	520				N of Valid Cases	570		
Conceptual	Chi Square	7.439	1	0.006**	Organizing	Chi Square	0.125	1	0.724
	N of Valid Cases	520				N of Valid Cases	570		
Interpersonal	Chi Square	13.614	1	0.000**	Implementing	Chi Square	3.383	1	0.066
	N of Valid Cases	520				N of Valid Cases	570		
Comm. skill	Chi Square	11.296	1	0.001**	Evaluating	Chi Square	0.393	1	0.531
	N of Valid Cases	570				N of Valid Cases	570		

Chi square test is utilized and is most robust. It determines which among guidance resource management skills and practices that are insignificant. These include knowledge area on management on guidance resources, planning, organizing and implementing and management skill on technical skill were the computed value are less than the tabulated value at  $p=0.01$  level. Chi square table 6, further determines for management skills which are significant, and these include conceptual, interpersonal communication and needs assessment which are found to be significant at  $p=0.01$  level. Since knowledge area on management on guidance resources, planning, organizing, implementing and evaluating which are found to be insignificant they are no longer included of establishing the probability to be competent in a specified area along the two groups of data using the Odds Ratio istics.

**Table 8: Counts for Guidance Management Capability Areas with Significant Association between the Types of Curriculum**

Capability/Skill Areas			Comp Level Binary Response		Total
Conceptual Skill			Not Competent	Competent	
Curriculum	Gen	Count	160	215	375
		% Within Curriculum	42.7%	57.3%	100.0%
	sp	Count	43	102	145
		% Within Curriculum	29.7%	70.3%	100.0%
Total		Count	203	317	520
		% Within Curriculum	39.0%	61.0%	100.0%
Interpersonal Skill					
Curriculum	gen	Count	123	252	375
		% Within Curriculum	32.8%	67.2%	100.0%
	sp	Count	24	121	145
		% Within Curriculum	16.6%	83.4%	100.0%
Total		Count	147	373	520
		% Within Curriculum	28.3%	71.7%	100.0%
Communication					
Curriculum	gen	Count	105	270	375
		% Within Curriculum	28.0%	72.0%	100.0%
	sp	Count	30	165	195
		% Within Curriculum	15.4%	84.6%	100.0%
Total		Count	135	435	570
		% Within Curriculum	23.7%	76.3%	100.0%
Needs Assessment			Not Competent	Competent	
curriculum	gen	Count	107	268	375
		% within curriculum	28.5%	71.5%	100.0%
	sp	Count	31	164	195
		% within curriculum	15.9%	84.1%	100.0%
Total		Count	138	432	570
		% within curriculum	24.2%	75.8%	100.0%



Furthermore, in table 8 this shows also the frequency counts between the types of curriculum which are considered in the resource management capabilities and skills areas, but it does not mean that the higher the competency counts implies that the former is generally “competent” over the latter. The data are still tested by using the Odds Ratio to determine if the General Curriculum School Heads are more competent in terms of management capabilities identified in Chi square (Table 6) than the School Heads coming from the Specialized Curriculum.

**Table 9: Odds Ratio between Types of Curriculum among Guidance Management Capabilities Areas**

Guidance Resources Management Areas	Value	Lower	Upper	Guidance Resources Management Areas	Value	Lower	Upper
Conceptual skill				Communication skill			
Odds Ratio for Curriculum (gen/sp)	1.765	1.17	2.662	Odds Ratio for Curriculum (gen/sp)	2.139	1.364	3.353
For cohort Comp_Level_Recorded_bin=nc	1.439	1.091	1.898	For cohort Comp_Level_Recorded_bin=nc	1.82	1.261	2.627
For cohort Comp_Level_Recorded_bin=c	0.815	0.711	0.935	For cohort Comp_Level_Recorded_bin=c	0.851	0.78	0.928
N= of Valid Cases	520			N= of Valid Cases	570		
<b>Interpersonal Skill</b>				<b>Needs Assessment</b>			
Odds Ratio for Curriculum (gen/sp)	2.461	1.51	4.009	Odds Ratio for Curriculum (gen/sp)	2.112	1.354	3.294
For cohort Comp_Level_Recorded_bin=nc	1.982	1.338	2.936	For cohort Comp_Level_Recorded_bin=nc	1.795	1.252	2.574
For cohort Comp_Level_Recorded_bin=c	0.805	0.728	0.891	For cohort Comp_Level_Recorded_bin=c	0.850	0.778	0.928
N= of Valid Cases	520			N= of Valid Cases	570		

**Legend:** Competency level: **nc** - not competent; **c** - competent

As gleaned from Odds Ratio table, this can be discriminately and quantitatively expressed by comparing the likelihood of the two groups given unequal sample sizes. General curriculum is 1.44 times not competent on conceptual skills and the specialized is 0.815 times likely to be competent. On Interpersonal and communication skill, still the general curriculum is more likely to be not competent than specialized curriculum by as much as 1.98 and 1.82 times respectively while specialized curriculum by as much as 0.805 and 0.851 times likely to be competent. For the needs assessment, the general curriculum is 1.8 times more likely to be not competent compared to specialized curriculum as 0.850 times likely to be competent. In general, the specialized curriculum can be regarded as competent in conceptual, interpersonal, communication skills and need assessment. Therefore, hypothesis which states that there is a significant difference in the level of competency on guidance management capabilities of the secondary school heads by areas when data are classified according to the type of secondary education school curriculum is accepted.

## CONCLUSIONS

Generally, most guidance resources are provided and deemed to be at sufficient level by the school heads in the secondary schools with specialized curriculum except for financial assistance coming personally from the heads of the school and some personnel resources such as part time guidance counselor, psychologist, researcher, social work, doctor and nurse which are found to be insufficient as assessed by the teachers.

Guidance management resources capabilities along the three areas, such as knowledge in guidance management resources, guidance management skills and practices in guidance management have nothing to do with the nature of

curriculum. Secondary school heads can be competent in some areas of guidance management resource capabilities over the rest of the areas in spite of the type of curriculum.

## RECOMMENDATIONS

In the insufficiency on guidance personnel resources specifically on part time guidance counselor, social worker, psychologist and researcher the secondary school head should review the faculty profile of the teachers so that he can determine the educational preparation of teachers specially if there are those which can be allied to guidance and counseling. Send them for further study or send them to participate on seminar, training and workshop which are guidance and counseling related. Establish linkages with Integrated Public Health Office to request medical assistance and other health related services since the schools are not in the position to hire nurse or doctor. The school heads initiate income generating activities and source donation from possible benefactors either private citizen or group.

Since there are six among the three areas of guidance management capabilities and skills that the school heads are found to be not so competent to include knowledge on guidance management resources, technical skill, planning, organizing, implementing and evaluating, the Department of Education-ARMM deem necessary to conduct seminars and trainings to equip secondary heads along these areas. Likewise in some management capabilities and skills where school heads are found to be competent to enhance their management skills, capabilities and practices. It will led to more efficiency not only on guidance task but other administrative and supervisory activities.

Conduct study of the same nature but to be assessed are the guidance personnel who are tasked to dispense guidance resources to be utilized on various guidance works. An in-dept study on resource management capabilities, skills and practices of various higher educational institutions for guidance program development purpose.

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